

Write it Right

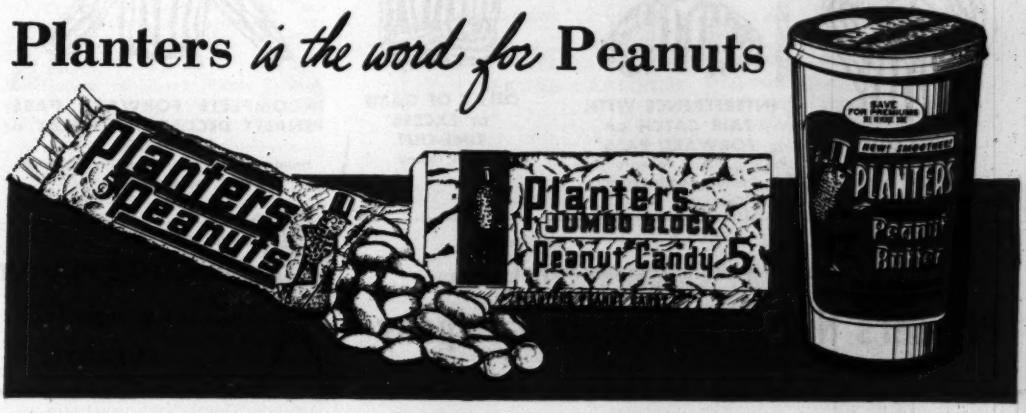




One of a series of advertisements appearing in Scholastic Magazines reaching over 3,000,000 high school boys and girls.

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FOOTBALL OFFICIALS' SIGNALS



TOUCHDOWN or FIELD GOAL
Both arms aloft, held rigid



SAFETY
Palms together overhead



ILLEGAL MOTION AT SNAP
Horizontal arc with either hand



OFFSIDE or VIOLATION OF FREE-KICK RULES
Hands on hips



HOLDING BY DEFENSE
Grasping of one wrist **Illegal use of hands or arms**—same signal followed by interference signal



PERSONAL FOUL
Extended arm moved up and down

CLIPPING
Slap back of knee

UNSPORTSMANLIKE CONDUCT
Sidewise extension of both arms



ILLEGAL FORWARD PASS
Wave hand behind back. **Intentional grounding of pass**—Same signal followed by raising both hands over right shoulder, then thrusting them forward and down



CRAWLING, PUSHING or HELPING RUNNER
Arms down and pushed forward



TIME-OUT
Hands rapidly criss-crossed overhead



INTERFERENCE WITH FAIR CATCH or FORWARD PASS
Pushing hands forward from shoulder hands vertical



DELAY OF GAME or EXCESS TIME-OUT
Arms folded



INCOMPLETE FORWARD PASS; PENALTY DECLINED; NO PLAY or NO SCORE
Hands rapidly criss-crossed in horizontal plane

Taken From National Federation Football Code

Presented with the compliments of

Planters Nut & Chocolate Company



PLANTERS PEANUTS
is the signal for
ENERGY!

(Continued from page 36)

dations to a sufficient extent. Particularly with those boys who come from large families of the lower—or even the middle—economic strata, the problem of adhering to this basic food pattern is a formidable one.

Perhaps the best avenue of approach here is for the coach to point out the nutritive value of fortified foods. These enriched staple foods, usually less expensive than certain other items, include white bread, flour, corn meal, rice, and margarine. The increased use of such fortified cheap staple foods was recently recommended in the *Journal of the American Medical Association*.[5] Vitamin-enriched candy is not recommended.

In view of the fact that fresh whole milk today is beyond the food budget of some families, it might be pointed out that reliable brands of non-fat milk solids (dry skim milk) are palatable, nutritious, and inexpensive substitutes.

In conclusion, remember that just as your automobile operates more efficiently on high grade fuel and lubricating oil, so your young athletes are better prepared to achieve peak performance if they are adequately nutrified. The amounts of vitamins required each day are extremely small—the difference between a *good* athlete and a *champion* is seldom large.

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[3] Staton, Wesley M.: "The Effect of Ascorbic Acid Ingestion in Minimizing Localized Muscular Soreness," Unpublished study, Associated Press dispatch, The Florida *Times-Union* (Jacksonville), January 21, 1951.

[4] National Research Council: "Recommended Dietary Allowances," revised, Reprint and Circular Series No. 122, Washington, D.C., 1945.

[5] Cowgill, George R.: "Improving the Quality of Cheap Staple Foods." *Journal of the American Medical Assn.*, 142:721 (March 11) 1950.

THIS concludes a two-part series on the influence of vitamins on the performance of schoolboy athletes. The author, Dr. Wesley M. Station, is a specialist in the field. Besides being an associate professor of physical education at the U. of Florida, he has lectured and conducted research in hygiene and sports physiology at U.C.L.A. and Boston U.

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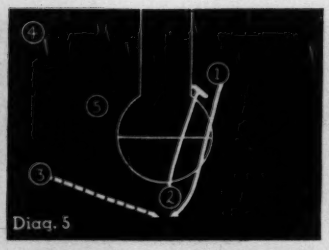
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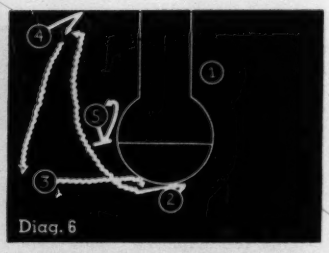
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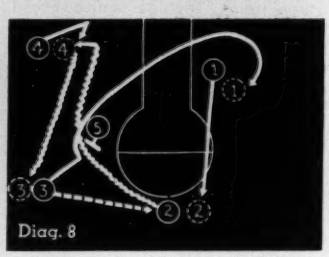
OKLAHOMA'S DRAKE SHUFFLE

(Continued from page 13)


Diag. 5


Diag. 6


Diag. 7

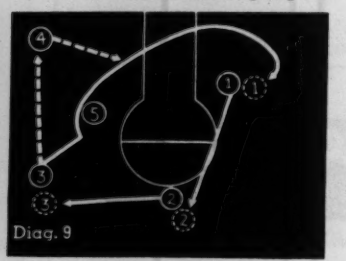

Diag. 8

The nice thing about this simple movement is that we're really trapping the defensive man covering 5. No matter what he does, it will be wrong. You cut 3 by 5 and he scores. What do you think X-5 will do the next time 3 drives by? He will drop off to stop 3. But when he tries to recover and pick up his own man, he will find 2 in front of him screening him off and 5 out in the 2 hole ready to receive a pass from 1, who has the ball in the 3 hole.

No. 5 will nearly always be open for a shot at the head of the circle when you run the Change-of-Sides. It doesn't make any difference whether the opponent is playing man-to-man or a checking defense. This is my starting point and a pretty fair offense in itself. If you get this simple pattern down, the rest of my offense will come easily.

There is no reason for a bad pass in running the Drake Shuffle. First, let's take the situation where the man covering 2 is playing him tight for an interception. We do three things to cope with this situation which eliminate a possible interception by X-2.

Anytime X-2 is pressing 2 closely, 2 immediately exchanges positions with 1 or actually screens for 1, who comes to the 2 hole and becomes the 2 man. This makes the pass from 3 to 2 easy, as indicated in **Diag. 5.** We can now, if we desire, run the Change-of-Sides.


Diag. 9

The second thing we do is have 3 dribble over to 2 and hand off to him, setting up a three-man-roll, as indicated in **Diag. 6.** When 2 sees 3 start dribbling towards him, he must not move towards him but hold until 3 is about three feet from him. At the same time 3 starts the dribble, 5 must take a position alongside the free-throw line.

When we run this roll, we are really free-lancing, trying to score at any opportunity. For instance, 2 might dribble all the way in for a lay-up, or 4 might shoot over 2 on the roll. Even when this roll is in progress, the holes on the floor are always covered and the Change-of-Sides may be run at any time.

In **Diag. 6,** the No. 3 man becomes the No. 2 man because he now occupies that hole. The original 2 man becomes the 3 man *until* 4 takes the ball from him on the roll. Then, because he is now occupying the 4 hole, he becomes the No. 4 man. No. 4, who took the ball from original No. 2, becomes the 3 man since he's now occupying that hole.

We can continue this roll if we so desire, producing a lot of natural screens, but we are always balanced. No. 5 assumes his natural position after 2 uses him as a screen. The thing 5 must remember is, whenever the man from the 3 hole dribbles towards the 2 spot, he must take the position alongside the free-throw line. The 2 man must not go towards 3 when he (3) starts his dribble; this will prevent 2 from using the screen set up by 5.

As shown in **Diag. 6,** even though the players are moving rapidly, all the holes are filled. No. 4, who took the ball to the 3 hole, can pass immediately to the new man occupying the 2 hole and you are ready to run the Change-of-Sides.

The third thing we do to cope with a ball-hawking X-2 is outlined in **Diag. 7.** The play starts as before, with 3 dribbling over to 2. But instead of 3 giving the ball to 2, he tells 2 to "GO." No. 3 feints a pass to 2 as he goes by and then passes to 1.

Our Change-of-Sides is now on, although it's set up in a different manner. No. 2 is the first cutter on the Change-of-Sides, but actually becomes the No. 3 man just as soon as he passes by the man who brought the ball over and told him to "GO." So all the men's assignments are the same as our original Change-of-Sides.

The first cutter always goes to the 4 hole on the opposite side of the floor, while 4 becomes the new post man by going to the 5 hole on the opposite side. No. 1 looks for the first cutter who might be in the clear for a lay-up, then dribbles out to the 3 hole. No. 3 screens for post man 5 and then becomes the weak-side, or No. 1, man. No. 5 comes to the 2 hole.

The same things apply to 5 and 2 as applied previously on the dribble over by 3. To repeat, 5 immediately takes his position alongside the free-throw lane, which really sets up a staggered double pick on the guard covering 2, the man you are sending in. No. 2 must not meet

3 who is dribbling over. He holds his position until 3 is about three feet from him so that he can use him as well as 5 to wipe off his man.

Frequently, after starting the Change-of-Sides, we won't be able to run in. For instance, suppose 3 passes to 2 and cuts for the basket, and 2 can't make the pass to 1. Now, the forcing play on the Change-of-ides is on and must be run.

If 2 can't make the pass to 1, he may elect to dribble to the corner to 4, thus starting our roll with only two players (**Diag. 8**). When 1 sees that 2 can't pass to him, he immediately comes out to the 2 hole, thus balancing the court. The cutter, 3, pulls up in the 1 hole and becomes the weak-side, or No. 1, man.

The fact that we're always ready to go and always covering the spots makes this formation workable at all times. We know we won't always be able to make the pass to 1; and also, from a timing standpoint, that 2 won't always be able to pass to 1 immediately. Whenever 2 is delayed, he isn't permitted to make the pass at all, for it will then be too late to feed 3, if he is open. The success of the Change - of - Sides hinges greatly on a very rapid pass exchange from 3 to 2 to 1.

Our solo cuts for the basket are part of our free-lance, though we're always ready to go into our set formation after each cut. **Diag. 9** shows 3 passing to 4 and breaking for the basket. If 3 gets a step on his man, 4 feeds him, of course. If he's open, okay, and if he isn't it doesn't upset the pattern.

ALWAYS FILL HOLE

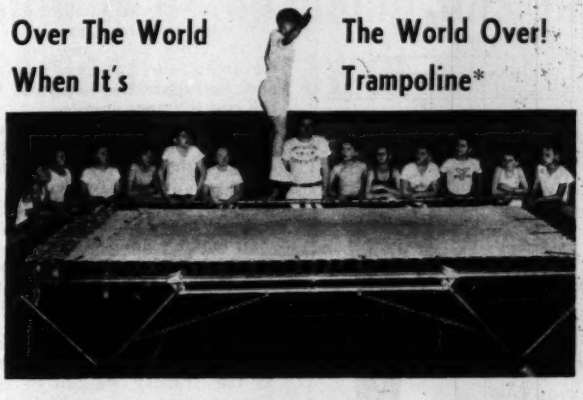
Anytime a solo cut is made for the basket, we fill in the hole left by the cutter. No. 2 moves over to fill the hole left open by 3, and 1 comes out to the head of the circle into the spot vacated by 2. No. 3's cut has forced 1 to leave his spot, and these positions are filled very rapidly. No. 3 fills the 1 spot, while 5 holds his position.

Whenever 3 passes directly to the post man, 5, this is classified as a solo cut for the basket, and we adjust in the same fashion as shown in **Diag. 9.** No. 5 may give off to 3 as he cuts by, inasmuch as we definitely try to score on the solo cuts by 3 and 4.

If you'd like to split the post (when the ball goes inside to 5), this could easily be included in your set pattern. These solo cuts keep the defensive team constantly engaged. My boys aren't allowed to stand still for a second whenever in the of-

(Concluded on next page)

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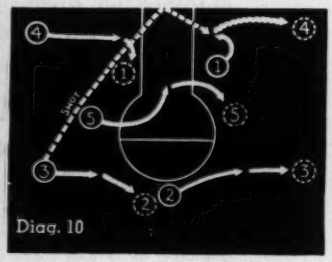
fensive end of the basketball court.

All the plays so far have been set up on the left side of the court, but they must be learned equally as well on the other side. Once you get a picture of our five-man movement and the spots they operate from, the rest is rather simple.

For a high school team, I believe that the Change-of-Sides, the solo cuts for the basket, and a rolling game will provide a very simple but flexible offense. Any number of plays may be run from this five-man-moving offense. It's the most interesting offense I've ever coached, and one that comes closest to meeting all the needs of both high school and college coaches.

This offense is extremely effective against a team that uses a fast break as the primary weapon of attack. The big post man might be out in the 2 hole when the ball is fired at the basket, while the fast forward who is supposed to lead the break might be covering the 4 or 5 man.

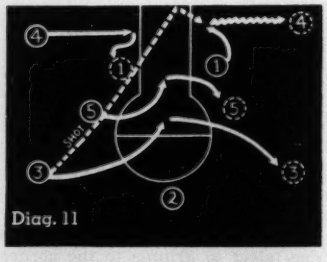
We can also put three or three and a half men on the offensive boards. **Diag. 10** shows three men on the board. Assuming that someone fires from the 3 hole, either from the position indicated or during the figure-eight, this is the way we would hit the offensive board. If the ball comes back to the side on which we were lined up originally, then all players would take the position they previously occupied.



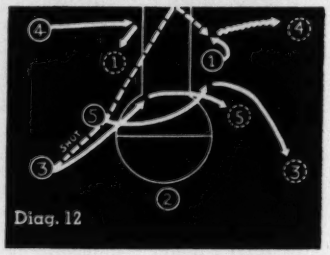
Diag. 10

Against a team that uses a fast break as a minor weapon, we'll put three and a half men on the board (**Diag. 11**). The half-man is always the No. 3 man no matter what side you are lined up on. The No. 2 man is always back. This fixed responsibility ruins the alibi of any player caught going in for the ball when in the No. 2 position with three and a half men on the board.

No. 3 will always be the No. 3 man no matter what side the ball comes out on. No. 2 holds, and 5 remains in the 5 spot. No. 1 remains the No. 1 man unless the ball comes to his side of the court. In this case he becomes the 4 man. If the ball again comes to the strong side (where you were lined up when the shot was taken), all players end up in their original spots.



Diag. 11



Diag. 12

There'll be times when you'll want to send four men to the board. When the opponent don't use the break as a threat, for example, you can afford to gamble a little. Or you might be trailing in the last few minutes and must gamble. You need that ball, and some good, hard, offensive rebounding might do the trick.

Diag. 12 shows how we send four men to the board. No. 2 holds his position no matter where the ball goes, as the safety valve against the break. The ball is taken off the board by 1, who goes to the 4 hole if the ball comes out on his side, as he always does no matter whether you have three, three and a half, or four men on the boards. No. 5 goes to the 3 hole, 3 goes to the 5 hole, and 4 takes the weak-side 1 hole.

During practice, I'll always indicate the number of men I want on the offensive boards so that they can learn their various assignments.

The foregoing constitutes the basic foundation of my offense. The elaborate treatment given it has been essential; for without a thorough understanding of the basic elements, it would be difficult for a coach to adapt the offense to his team—and the follow-up article next month would be worthless. It's a very simple offense, and it doesn't take college men to run it effectively.

In the next issue, I'll continue on with the Shuffle, showing you how we use it against a pressing defense as well as a zone.



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Sliding Man-to-Man

(Continued from page 7)

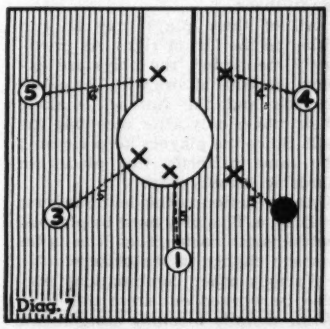
If the pivot man moves out into Area III, the defensive man plays directly behind and not quite as closely.

Since so many offenses revolve around the pivot man, we work hard on ways and means of preventing the ball from reaching the post. Whenever possible, the defensive man guarding the pivot tries to get into advantageous rebounding position by boxing out the pivot.

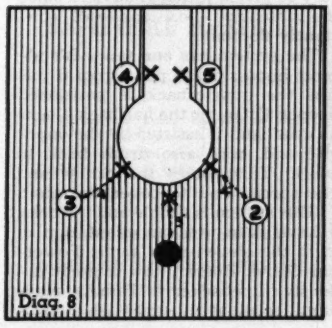
In case of an interchange in the front court, we shuttle our defensive men, with the ball determining the priority of movement. **Diag. 4** shows 1 dribbling across with X-1 sliding in front of X-2.

In **Diag. 5**, 1 interchanges and gives the ball to 2. In this case, X-2 has priority and X-1 drops behind. If 1 or 2 breaks clear on the interchange, we do not switch but have the player take the shortest path to the basket to pick up his man.

The only time we switch men is when the offense sets up a post and cuts a man by him. In this case we allow either man involved to call the switch, but there must be a vocal call or no switch is made. The players are encouraged to fight their



Diag. 7

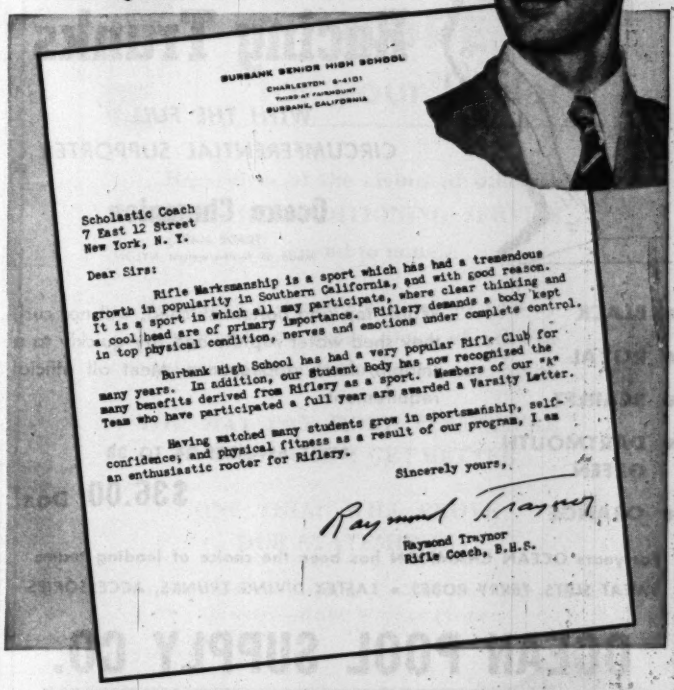


Diag. 8

"Rifle Marksmanship has had tremendous growth in popularity"

writes **Raymond Traynor,**
Burbank High School Rifle Coach





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way through screens whenever they can do so.

The next two diagrams show the spacing of the defensive men when the offense keeps the middle open. **Diag. 6** shows the positions of the defense when the ball is in the front-court, while **Diag. 7** shows the defensive alignment with the ball at the side-court position.

Diag. 8 outlines the basic alignment of the sliding man-to-man against a double-post attack.

One of the outgrowths of this system may be an increasing emphasis on the development of outside set shooters. Properly employed, the sliding man-to-man defense forces the offensive team to shoot from 25 to 35 feet out, and if a team does not have men who can hit from this distance their scoring power will be drastically reduced.

•

Six-Man Spread

(Continued from page 32)

over the line may be tossed to the blocking back. Instead of fading back to block, the half may cut sharply to his left while the other men run the same patterns.

Diag. 6 shows another of our favorite plays. The quarterback takes the snap, passes over to the fullback, then cuts downfield outside of the blocking back for a return pass from the fullback.

All of these plays may be run either to the left or right. As previously mentioned, the plays are extemporaneous affairs with the quarterback and the fullback making their moves only after receiving the ball. Since the players keep running the same patterns, this places no hardship on anybody.

An exception to this is the reverse in Diag. 4. This play must be planned beforehand, inasmuch as it calls for a sharp change in the pattern.

Various other combinations may also be worked out from this base. While definite blocking assignments may be given, this isn't advised since the defensive positions will constantly fluctuate.

The system has one fault. It's almost impossible to punt from it unless the quarterback is positioned deeper. On punts the halfback blocks as usual and is assisted by the opposite end, who also drops back to block. This leaves the center and the spread end to cover the punt.

This system is simple and it works. I have even used an adaptation of it in the eleven-man game. Powerful Chuck Boerio, now a great defensive linebacker at Illinois, made it go for me at Kincaid High in 1948.

"Here Below"

(Continued from page 5)

With the necessity for such materials growing more and more urgent in these critical years, we thought we'd intensify this aspect of our editorial program by instituting a regular department on health education. Entitled "Food and Fitness," this department has now been running for two months, and we hope it has been proving helpful to you.

By confining the text to a single page, printing it in larger type, projecting it directly at the student, and furbishing it with color and humorous illustrations, we've attempted to make an attractive poster out of it suitable for bulletin-board display.

A word most certainly is in order about the editor of this department, Dr. Henry F. Donn. Veteran readers of *Scholastic Coach* will undoubtedly recognize the name. Dr. Donn has been writing brilliant health articles for us for the past five years. Particularly memorable is his superb nine-part series on personal hygiene (October 1946 through June 1947).

Dr. Donn is ideally qualified for his editing role. Besides being a physical education instructor and coach at Weequahic High School in Newark, N. J., he is an outstanding official and possesses a doctorate of hygiene from New York University.

Both Dr. Donn and ourselves will gratefully welcome any and all suggestions on our "Food and Fitness" page. You may address all correspondence to Dr. Donn in care of Scholastic Coach, 351 Fourth Ave., New York 10, N. Y.

* * *

BE a buddy by filling out the questionnaire on page 64. It'll take just a few minutes, and your answers will help us in our editorial planning. Thank you.

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THAT most bombastic of minor league managers, Spencer Abbott, was never more than a short bunt away from an apoplectic fit. Even a national emergency couldn't stay the swift lightning of his tongue. When the draft took Abbott's two second basemen and a shortstop back in 1941, Abbott exploded.

"That $#%$!?#?! government," he screamed, "must be figuring on fighting a war around second base."

Speaking of the baseball situation during the war recalls a story about Branch Rickey and Jake Pitler. Jake, now a coach with the Dodgers, was managing Newport News in 1944, and most of the players he had were kids too young for military service.

One day Rickey was going over the roster with Pitler when he came to the name of a player Pitler was using as a pitcher-outfielder. "Let this man go," suggested Branch. "He can't pitch, he can't field, and he can't hit."

"But I've got to keep him, Mr Rickey," replied Pitler. "He's the only one old enough to drive the bus."

During the days when Boston observed a Sunday curfew hour for baseball games, Jimmy Dykes, stalling for time to protect a rapidly disappearing lead, called for a change of pitchers. The relief man ambled all the way in from the bull pen before Jimmy recognized him. "Sorry," he said, oozing contrition to the umpires. "By some unfortunate error, the wrong man has come in from the bull pen."

The umpires didn't go for the stunt, and insisted that the new man must pitch. Dykes' White Sox lost the game and Jimmy got fined in the bargain. Next time the same crew of umpires worked a White Sox game was in Washington. When the game started, Dykes' coach, Mule Haas, delivered a lineup consisting of only eight names to the ump-in-chief.

"My boss says," he told the umpire, "that you'll pick the pitcher, like you did in Boston."

Fred Hunter, now a Phillies' scout, was once umpiring a game behind that fine old catcher, Bubbles Hargrave. Bubbles growled at several of Hunter's calls, and the umpire had to admonish him. "Listen, Bub," he muttered, "don't you know I'm entitled to miss ten a game?"

"Okay, okay," retorted Hargrave, "but would you mind missing the other five on the other team?"

An office boy was at a ball game when his boss suddenly came up behind him. "So this is your uncle's funeral, eh?" he snapped at the startled kid.

"Looks like it," the quick-thinking youngster replied. "He's the umpire down there."

After an in-and-out career in the majors, Jim Bagby moved down to Indianapolis where, in one of his first outings, he came up against a red hot Minneapolis club. The Minneapolis hitters made bullets out of everything Jim threw, and several of the family men in the Indians' infield grew concerned for their lives.

Don Gutteridge, the third baseman, strolled over to talk to Jim. "Can't you walk a couple of these guys?" he pleaded, caressing several lumps on his shins.

Bagby wiped the sweat from his brow. "Get back there, you coward," he snapped. "I'm a lot closer to them than you are."

Anytime you're looking for an anti-sport bluenose to hang in effigy, we recommend Galen, the famous Roman physician of 130-200 A.D. Look what this ignoble Roman had to say about athletes:

"If by the will of Jupiter all living beings were brought together in harmony, and if the herald of Olympus called both men and animals to a contest in the same arena, no man would receive a crown. The horse would take it on the long course called *dolichos;* the hare in the stadium; the antelope in the *diaulos.* No mortal could enter into competition with the animals in quickness of foot. O light-footed athlete! What a miserable showing you make!

"A descendant of Hercules himself would not prove strong as an elephant or a lion. The bull would triumph over the pugilist, and if the ass were allowed to combat with his heels he would be a victor. In the learned annals of history there would have to be written that man had been conquered in the *pancratium* by the ass, and it would probably be recorded in these words: 'Twenty-first Olympiad, Mr. John Ass—the Laurel Crown'."

Galen summed up the situation with a quotation from the great poet Euripides (c. 484—407 B. C.):

"A thousand evils afflict Greece, and not one greater than athletics."

Lefty Gomez, the great Yankee southpaw of the '30s, was one of the worst hitters in baseball history. One afternoon, he unexpectedly found himself on third base and he immediately suggested to Coach Fletcher that he be permitted to steal home.

"Steal home!" Fletcher exploded. "Why, it's taken you five years to get this far, and now you want to spoil it!"

When Elmer Valo of the A's crashed into Catcher Gus Niarhos of the White Sox in the last inning of a game in Philadelphia, a battle royal broke out among the players. Finally, the A's manager, Jimmy Dykes, walked over the Umpire Charlie Berry and said, "Come on, Charlie, get 'em to stop fighting and let's get on with the game."

"Niarhos dropped the ball, the run counts, and the game is over," Berry intoned. "In that case," snapped Dykes, "let 'em fight."

Rube Marshall, pitching for Wichita Falls, Tex., clouted a homer early in the game and then proceeded to pitch shut-out ball for seven innings to maintain his slim lead. In the eighth inning, however, he blew sky-high and loaded the bags on twelve straight balls. That was all for the Rube, and his manager waved him to the shower room.

Rube realized the move was justifiable, but he wasn't going to leave without taking everything that was coming to him. So, before going to the showers, he walked over to the scoreboard, removed HIS one run, tucked the figure under his arm, and walked off the field!

To help stimulate their pitchers during the hot afternoons, the Pittsburgh Pirates have been toying with the idea of employing small oxygen tanks on the bench. The first time they installed one in the clubhouse, Custodian Byron Jorgensen raised a question: "Is there any chance that it will become habit forming?" And he wasn't kidding!

(ADVERTISEMENT)



Tips to Trainers

by ROLLIE BEVAN, Head Trainer
United States Military Academy

Knee Injuries

Sprained knees often produce torn ligaments and cartilages. Many of these injuries can be healed by removing the boy from activity and applying the proper treatment. Ice, whirlpool, massage, and careful bandaging may save the necessity of an operation in many cases.

Don't let the boy, coach or school pressure you into letting him play. One more blow may necessitate repair by surgery.

When the injury occurs, apply ice packs immediately to both sides of the knee for 30 minutes to an hour. Next, warm the knee with about 10 minutes of whirlpool or other forms of moist heat. Then apply hot Antiphlogistine Poultice, adjust a rubber compress so that the knee cap is free, and wrap with an elastic bandage.

Repeat these treatments at least three times a day. When the knee begins to respond, allow the boy to swim and take light exercises under water. Submerged action is employed with good results on the worst of cripples.

If the soreness and swelling do not reduce within three to four days, you may accept this as presumptive evidence of cartilage injury.

If the knee responds, use whirlpool and massage with Antiphlogistine Rub A-535 until it is strong and mobile again. Wrap the knee in accordance with the severity of the injury—bandage, elastic hinge brace, or a substantial taping.

Have the boy alternately walk and jog until he feels the normal strength and action returning. Apply a preventive wrap or taping for practices and games.

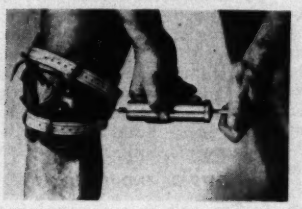
"Housemaid's knee" is a watery swelling arising from an injury to the bursa. At the outset, apply ice for 30 minutes to an hour, then a compress wrapped with an elastic. *Don't use whirlpool after the ice since heat may increase the fluid.* Continue these treatments until the swelling recedes. Be sure the boy wears a good knee pad in practice. (Sponges wrapped with elastic bandage over the swollen area offer a safe way to reduce swelling with whirlpool.)

(Extract from Mr. Bevan's booklet "Athletic Injuries")

•

"Bevan's Mail Box"

Coaches and trainers are invited to write Mr. Bevan for advice on specific problems, in care of The Denver Chemical Mfg. Co., Inc., Dept. S-2, 163 Varick Street, New York 13, New York. A copy of Mr. Bevan's booklet may also be obtained by writing to the above address.



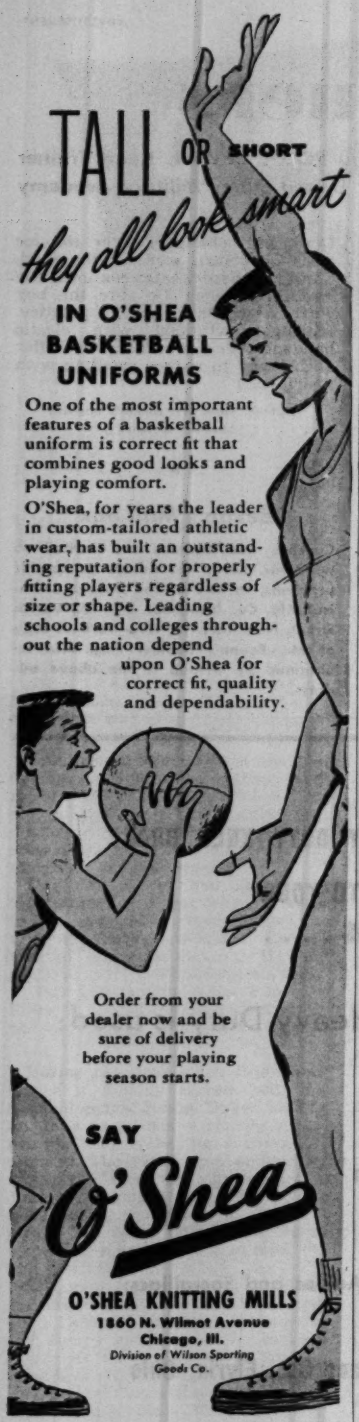
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By JAMES W. LONG
Asst. Phys. Ed. Dir., Wake Forest College

Physiologic Benefits of Physical Education

CONSTRUCTIVE physical education activities are vitally essential in present-day living. All our conveniences and labor-saving devices have tended to promote sedentary living and to encourage the average person to use his muscles as little as possible. The number of overfed and under-exercised groups is increasing, and obesity and paunches are becoming as common as TV antennae.

Modern men and women usually break down in three distinct areas: (1) the abdominal area, which expands and weakens; (2) the feet, which weaken and cause pain in other parts of the body; and (3) the upper trunk, shoulders, arms, and hands.

Functional foot disorders have caused as high as 40% limitation of normal activity among college students, while many adults lack sufficient strength to handle the ordinary emergencies that constantly arise in every-day living. This weakness has a limitating affect on the enjoyment of many worthwhile phases of recreative play and work.

The fact that large numbers of incoming college freshmen cannot pass rather low standards of physical fitness and that more than nine million men were rejected for military service in World War II, furnish a trenchant commentary on the physical degeneration of modern youth.

BENEFITS OF STRENGTH

The beneficial effects of regular exercise on the muscular system are supported by scientific data. There is an increase in muscle size, strength, and endurance. The sarcolemma (thin elastic wall) of the muscle fiber thickens and toughens, and the connective tissue within the muscle increases in amount.

The increase in size (hypertrophy) is due to the development of the smaller and unused fibers as well as an improved circulation of the blood. This means that the individual "can take it" better by being able to stand more strain and to react better to emergencies.

An individual with adequate strength to satisfy his needs will use portions of the muscle in relay while others rest. This allows part of the muscle to relax and recover while other units carry the load. The trained muscle functions more smoothly and more effectively enabling it to contract more vigorously with less effort.

The fear that physical education activities will make one "muscle bound" or cause large bulky muscles, dates back to the physical culture faddists. The areas that collect excess baggage first, such as the chest and the hip, are those that receive the least strenuous exercise and affect the appearance most. Rational exercises can actually reduce muscle girth and produce a sleek and streamlined figure.

BENEFITS OF GOOD POSTURE

In addition to the primary benefits of physical fitness—strength and endurance—there are the secondary benefits of good physique and good carriage. The areas of the body that cause faulty postural positions and "fatigue slump" can be strengthened. It is interesting to remember that body build is inherited but "figure" is built.

BENEFITS OF ENDURANCE

The gain in endurance from systematic and vigorous physical activity enables one to continue a relatively hard task over a long period of time without complete fatigue. In a crowded college life with its many varied and continuous demands, students need an adequate reserve of strength and endurance to profit from and enjoy a more worthwhile college experience.

Skills and coordination are some of the most satisfying outcomes of regular participation in physical education. Sport skills are social assets and pass keys to many friendships.

Constructive recreational activities provide some of the best leisure time insurance available. These skills furnish a great deal of personal satisfaction and pleasure in that they develop poise, confidence,

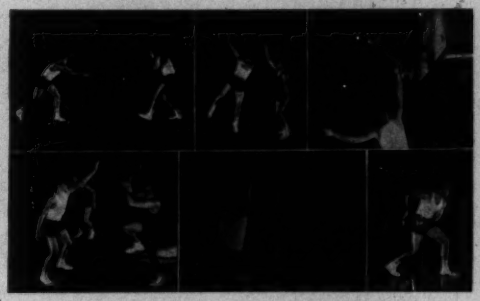
(Continued on page 52)

★★ BASKETBALL VOLLEYBALL ★★

Two New Additions To The Non-Profit Athletic Institute's Beginning Sports Instruction Slidefilm Series

"Beginning Basketball" and "Beginning Volleyball" are the eighth and ninth subjects filmed in the Beginning Sports Series — a non-profit, low-cost audio-visual instruction program. Prepared by outstanding coaches and teachers, and distributed on a cost-of-print basis, these sport training slidefilms are designed to assist athletic, physical education and recreation instructors in the teaching of fundamental athletic skills to groups of any size and age.

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Four slidefilm units — The Game, The Serve, The Pass and Set-Up, The Attack — a total of 208 frames in full color. "Beginning Volleyball" was produced under the direction of Robert Laveaga of the Illinois Area Council YMCA, noted teacher and author, with the approval of the United States Volleyball Association. The new, "hard-driving" approach to better volleyball, more-interesting volleyball. This set also includes a Guide for the Instructor, and a copy of the Student Manual.

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In addition to these slidefilms, The Athletic Institute has produced complete slidefilm instruction kits for Archery (200 frames), Badminton (232 frames), Baseball (311 frames), Bowling (146 frames), Golf (198 frames), Tennis (249 frames) and Tumbling (108 frames). The Instructor's Guides and Student Manuals, although included in every kit, are also distributed separately. Write for further information regarding these and other Athletic Institute projects.



THE ATHLETIC INSTITUTE

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FOOD and FITNESS By DR. HENRY F. DONN

Training Table Tips

• Eating between meals isn't necessarily a bad habit—as long as your regular meals are complete.

• Keep a supply of fruit, fruit juice, fruit juice concentrates, dry cereals, milk, and other nutritious foods on hand for between-meal snacks. Athletes are always on the go and often prepare foods with vegetables and fruits, fruit juice and cereals, cereals, bread and butter, and simple desserts. Things are handy to skip and heavy foods and heavy meals just before practices and games."



• Cold sores on the lips and ruts anybody's appearance. If you get them fairly frequently, better see your school nurse or family doctor. They may be due to poor eating habits or some disturbances in the body.

When the lips become dry and cracked, they are easily irritated and infections may set in. Build up your resistance to infection with nourishing foods, and keep hands, pencils, and other objects away from your lips and mouth.

• For good health, you need about eight glasses of fluids a day, plus milk. If you get a large part of these fluids in the form of juices (fruits and vegetables), so much the better. To get into the water habit, drink one glassful between meals in the morning, noon, and evening. You can also drink water with your meals. But don't "wash down" your food instead of chewing it well.

• Suffering from an improper breath? Consult a dentist about those decaying teeth and gums. Brush your teeth thoroughly after meals and before bedtime. Floss your teeth regularly to keep food particles from between them. Your tongue should be kept clean and white. Your hair goes with you and must be kept properly for each new pair of shoes.



• In the cold, cold, cold of the evening, make sure to dress a little more warmly than during the day, and don't change out, after showering, with your hair still wet. Not if you want to avoid the season of colds. That goes double for athletes, who are always showering after practice and then racing out into the cool evening air without having thoroughly rubbed themselves dry.

Whenever you feel a cold coming on, drink plenty of water and juices and get to bed extra early. Very often a few additional hours of sleep will nip a cold in the bud. If you have trouble falling asleep, drink a glass of warm milk.



• Calling all Slim Jims: Here are a couple of suggestions that will help you put on a few pounds. Starchy foods like bread, waffles, and pancakes become more effective as pound addders when taken with plenty of butter or margarine. Peanut butter is especially good when mixed with raisins, chopped dates, or honey, and spread generously on bread.

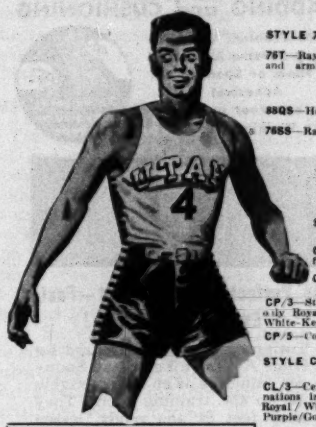
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ANDERSON, INDIANA

Physiologic Benefits of Physical Education

(Continued from page 48)

pride, and a feeling of accomplishment.

A much more intelligent spectator interest will result, too. When a golfer learns how irritating a "slice" can be, for example, he will be able to derive much more meaningful pleasure out of seeing a Ben Hogan win a golf match with "down the middle" shots.

SAVING IN ENERGY

A skilled and coordinated individual uses only the muscles that are needed for the task. The chemical reaction becomes more efficient; less by-products of exercise (lactic acid) are formed, and there is less waste of the formed lactic acid since it is reused more efficiently.

The effects of rational exercise on the normal heart and circulatory system are very beneficial. The normal heart and circulatory system becomes stronger and more efficient with exercise. The heart has a more efficient volume per stroke. It relaxes more completely, allowing more blood to enter, and contracts with greater force, thus pumping more blood per beat.

This means that a trained or conditioned heart does more work with fewer beats. The heart of a well-trained distance runner at rest beats 50 to 60 times a minute, while the average non-athlete's heart contracts 70 to 90 times a minute. The slower the heart beats, the less it has to work and the longer will be the resting periods. The heart beating 60 times per minute gets 18 days more of rest in a year than does the 80-beat heart.

Another advantage is that the trained heart not only accelerates less during strenuous work, but returns to normal more quickly. The old-fashioned idea that exercise injures the normal heart has no scientific foundation. The term "athlete's heart" as applied to a weakened or injured heart has been found to be erroneous. The "athlete's heart" is a strong and efficient heart.

When exercise of a strenuous character is engaged in regularly over a prolonged period of time, the blood vessels within the muscular tissue itself actually increase in number. The increase is as much as 50% in the same volume of muscle. This is due partly to the opening up of latent but inactive capillaries,

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and with the newly formed capillaries the capillary circulation may increase as much as 40%.

Muscle contraction improves venous circulation by forcing the blood back to the heart, causing a rise in the venous pressure. The higher the venous pressure, the better the circulation.

RESPIRATORY BENEFITS

Training promotes more economical and efficient respiratory functions. It produces a slower, more even, and deeper respiration which returns to normal more rapidly after work. An increased greater absorption of oxygen per liter of ventilation marks the progress and state of training, which may lead to as much as 25% increase in efficiency.

An increase in the flexibility of the chest and a strengthening of the respiratory muscles are also noted. The alveoli possibly develop new partitions which increase the total amount of the area from which the oxygen can be absorbed.

During exercise the spleen will contract, forcing the blood stored there during rest into circulation and thereby increasing the number of circulating corpuscles and consequently the oxygen-carrying power of the blood.

BENEFITS TO VITAL ORGANS

Physical activity tends to produce beneficial changes in the other essential vital organs. The increased metabolism resulting from muscular exercise is met effectively only in the conditioned individual through the coordination of a number of factors. There is an increase in the size and development of digestive organs, liver and pancreas, which enables the individual to care for the increased demand.

The ability of cells to build their nutritive power is enhanced by exercise of the muscle groups. It is a well-established principle in physiology that "function and use go hand in hand." This starts a power-building cycle which becomes very efficient. As the stored material (glycogen) is burned, releasing heat and energy, there is a demand for more oxygen, more food from blood, and a subsequent elimination of wastes. This cycle continually increases the economy in functioning of all the internal organs, thus adding to the individual's total health.

BENEFITS TO ENDOCRINE GLANDS

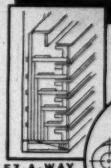
There is an interrelationship between exercise and varied endocrine glands, particularly the adrenal glands. The adrenal gland has an increased ability to secrete adrenalin and cortin.

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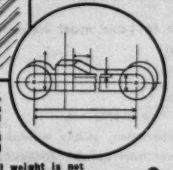
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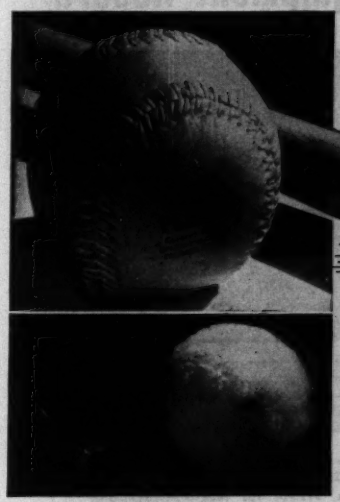
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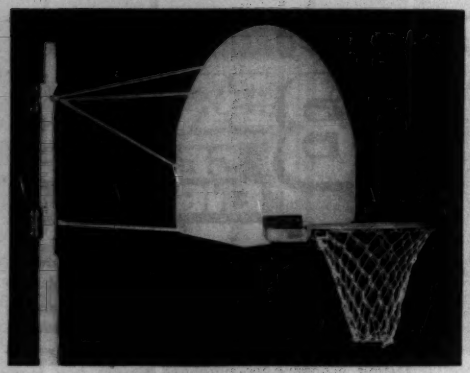
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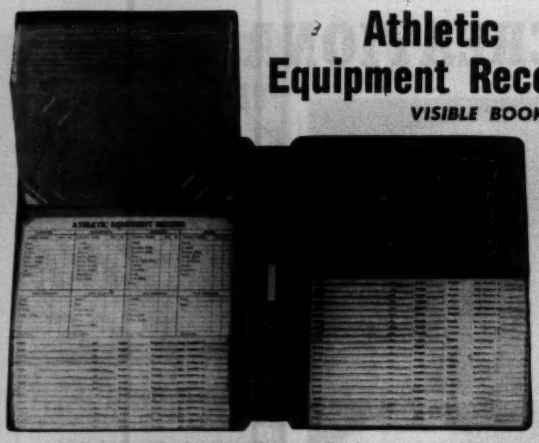
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Physical play will discharge the tensions that accumulate as a result of every-day hurry and complicated living. Since there are now more hospital beds for the mentally ill than for all other types of illnesses, this is becoming a serious problem.

Vigorous competition and play encourages release of tension and induces fatigue and relaxation. This can be one of the most important antidotes for tension and will pay big dividends, since there are few midnight "sheep counters" among physically active individuals.

PRECAUTIONS FOR EXERCISE

Since every person should be organically fit before participating in strenuous activities, a physical examination is the logical starting point for every sound program.

The degree of each individual's fitness determines the amount and kind of physical exertion. The ability to recuperate after exercise is a good guide for any age. Recuperation should be reasonably rapid. For example, if your muscles stay sore for days, you exercised too hard or too long. If your heart pounds and your hands tremble long after the activity, you overdid it.

Exercise should be selected and graded according to one's age and condition. Students who are out of training or "soft" or who have not indulged in strenuous exercise regularly, need a gradual conditioning period before returning to full activity.

Persons out of training should not compete in any strenuous sports with individuals who are in training and who are accustomed to that sport, since the injury rate is in direct proportion to the physical condition of the individual.

The fact that loss of condition occurs much more rapidly than the loss of skill sometimes encourages participation long past the "comfort" stage. As a general rule, exercise should be modified and less strenuous after an individual passes the age of forty.

Individual variations in capacity for exercise are important. Exercises for girls and women, for example, should be less strenuous than for boys and men. And there are hereditary limiting factors, too, such as

differences in size, strength, and structure.

THE OVERLOAD PRINCIPLE

The overload principle (gradual increase of resistance to the individual's optimum) is a vital principle to understand and practice. We know that use promotes function and strengthens, while disuse promotes atrophy (wasting away).

Man-made machines wear out with use, but not the human machine. Man can attain and maintain a high degree of heart, lung, muscle, and brain efficiency through progressively strenuous activity. The load or resistance should be gradually increased according to the individual's needs.

For example, an individual desiring to strengthen the large quadricep (front thigh) muscles, which aid in the support of the knee, must gradually increase the strenuousness of a knee extension exercise by constantly adding to the weight of resistance.

If graduated sand bags are used, the weights should start at approximately two to five pounds and increase up to 50 to 70 pounds for the development of strength and, incidentally, size. Just sitting on a table and straightening the leg (knee extension) with a five-pound weight day after day will merely develop the muscle's ability to accommodate the five pounds and will not increase the strength beyond this level.

This overload principle does not mean that the individual should strain to the point of injury, but that he should develop according to the increased demand.

•

FOOTBALL RULES FILM

MODERN FOOTBALL, a new educational motion picture co-sponsored by the Wilson Sporting Goods Co., clearly interprets all the rules of the game, including substitutions, types of downs, violations, etc.

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The picture is available to sports groups, and may be obtained by contacting any of the following: (1) Your own state office of the National Federation, (2) An Associated Films Division of the YMCA in New York, Chicago, Dallas, or San Francisco, (3) Mr. A. A. Schabinger, Director, Official Sports Film Service, 7 South Dearborn St., Chicago 3, Ill.



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Professor of Health and Physical Education Teachers College, Columbia University

RECENT scandals in athletics, the televising of sports, excessive alumni pressure, all have focused attention on the recurring problem of the place of competitive sports in the educational framework.

This timely and much-needed book considers the whole problem of competitive sports, showing how they may best be organized, controlled, taught, and administered to derive the greatest *educational* benefit. Among the other problems discussed are the sports program, staffing, financing, public relations, teacher liability, insurance, and detailed planning of facilities. An appendix shows various administrative forms.

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New Books on the Sport Shelf

• *PHYSICAL EDUCATION HANDBOOK. By Don Cash Seaton, Irene A. Clayton, Howard C. Leibee, and Lloyd Messersmith. Pp. 281. Illustrated—photos and diagrams. New York: Prentice-Hall, Inc. $2.65.*

DESIGNED primarily to meet the needs of the college student who may or may not be a prospective physical ed teacher, this text is perfectly adaptable to all required physical ed programs (both men's and women's).

The authors, all of whom are college administrators, have neatly integrated the basic teaching materials of the 22 sports and activities commonly included in a modern college physical ed program.

The activities covered include angling, archery, badminton, basketball, bowling, boxing, dance, fencing, field hockey, golf, gymnastics and tumbling, handball, soccer, softball, speedball, swimming, tennis, touch football, track and field, volleyball, weight lifting, and wrestling.

In each instance, the authors present (1) a brief account of the origin and development of the activity, (2) the nature and values of the activity, (3) area and equipment, (4) basic rules, and (5) techniques and fundamentals.

Three introductory chapters provide an orientation to physical education, and the text also offers diagrammatic layouts and suggested written tests for all the sports covered. Every school and college instructor will find the text readily adapted to his or her student needs.

• *COMMUNITY HEALTH EDUCATION IN ACTION. By Raymond S. Patterson and Beryl J. Roberts. Pp. 346. Illustrated—photos and drawings. St. Louis: The C. V. Mosby Co. $4.50.*

ALL the essential information pertaining to community health education is expounded delightfully and straightforwardly in this text. Every worker in the field will find the answers to their problems herein.

After discussing the nature of health education and the health educator, the authors explain how to organize the community for action, then present the hows and whys of learning. Every phase of community health is explored at great length. The enormous scope of the text may best be gleaned from the chapter headings, namely:

Education by word of mouth, easy-to-read writing, health education by direct mail, health education by annual report, education by health "literature," making type readable, pictures, educating by exhibit, breaking into the news columns, radio and television, still pictures and motion pictures, administrative matters, and appraisal methods and practices.

The entire text is projected simply and lightly, and is jam-packed with authoritative, exceedingly practical materials.

• *1951 CONVERSE BASKETBALL YEAR BOOK. Illustrated—photos and diagrams. Malden, Mass.: Converse Rubber Co. Free.*

THE 30th edition of the *Converse Basketball Year Book* presents an amazingly complete, absorbing review of the 1950-51 season. From its striking full-color cover to the statistics on page 52, the book covers every phase of the sport.

It pictures nearly 400 teams, including the national, conference, and regional college champs, as well as a complete list of high school state winners. It also features Chuck Taylor's All-American selections and many fine action shots of college, all-star, and East-West contests.

For the many fans interested in records, there is page after page of statistics covering individual, team, and conference performance. Also featured are the favorite plays of leading coaches.

For your free copy of the Year Book, check "Converse Rubber" in the master coupon on page 63.

• *ADAMS OFFICIAL BASKETBALL SCORE BOOK (95¢) and ADAMS OFFICIAL SCORE AND SCOUT BOOK ($1.25). Designed and distributed by John L. Adams, Vincennes, Ind.*

THE author-distributor of these score and scout books, who is athletic director at Lincoln High School in Vincennes, Ind., has been marketing these excellent aids since 1938.

A glance at the organization of the basic materials shows why these books have proved so popular throughout the years. All the factors pertinent to the scoring of a game are simply and ingeniously arranged so that the entire game may be recorded quickly and accurately.

Since the nature of the sport has changed so much in recent years, the author has revised his record sheets to allow more room for scoring and to permit records for 15 players. The arrangement for the running score allows you not only to record the actual points but who made them. Substitutions, summaries, etc., are all amply provided for.

The *Score Book* is 11" by 7" and has room for 25 games. The *Score and Scout Book* is 14" by 10" with room for 26 games. The *Scout Book*, besides carrying all the scoring data,

possesses eight floor plans which enable the observer to chart all the shots and/or plays.

- *ADMINISTRATION OF PHYSICAL EDUCATION. By Charles E. Forsythe and Ray O. Duncan. Pp. 319. New York: Prentice-Hall, Inc. $4.*

THIS distinguished addition to the literature in the field presents a practical approach to the administration of physical education within the structure of a sound philosophy based upon accepted educational practices. The text touches upon the entire educational program at all levels from kindergarten through high school, college, and the community.

The authors' broad experience and background—Mr. Forsythe is state director of athletics in Michigan as well as assistant superintendent of public instruction, while Mr. Duncan is Illinois' state director of health, physical education, and safety—enables them to offer a true picture of the problems actually faced by administrators, and precisely how to solve them.

The text covers every vital area, namely: Objectives, department titles, relation of physical ed to other phases of education, the staff, facilities, budgets and equipment, the program, class procedures, intramurals, interscholastic athletics, physical education and recreation, public relations, evaluation, allied organizations, and problems.

- *VISIBLE BOOK FILE ATHLETIC EQUIPMENT RECORD. Designed and Distributed by M. S. Delzell. 46-card size, $12.75; 102-card size, $17.75.*

THIS device for recording the distribution of athletic equipment provides one of the soundest, most practical filing systems we have ever seen. It consists of a strong leather and metal frame designed to hold either 46 or 102 individual filing cards.

These cards are 5" by 8" and list every piece of equipment for every sport. Thus, by allocating a card to each athlete, you can keep tabs on all the equipment issued to them.

The frame closes neatly over the cards, making for a handy, compact, lifetime filing system. For an idea of what this device looks like, refer to the advertisement on page 54.

Miscellaneous

- *Corrective Therapy for the Handicapped Child.* By Eleanor B. Stone and Dr. John W. Deyton. Pp. 315. Illustrated—photos. New York: Prentice-Hall, Inc. $3.75.

- *Get to Your Marks.* By Ross and Norris McWhirter. Pp. 267. Illustrated—photos and tables. London: Nicholas Kaye Ltd. Available in U.S. from Gresham Press, N.Y.C. $2.50. (A short history of world, Commonwealth, European, and British track and field athletics.)

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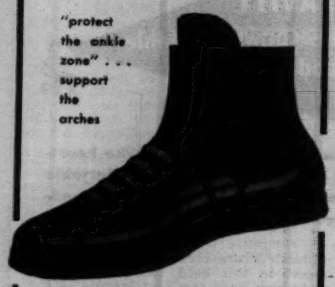
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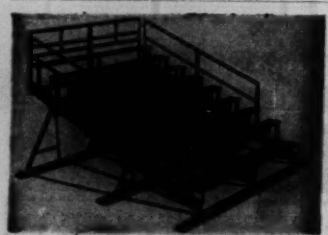
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Attacking the All-Court Press

(Continued from page 11)

stantly, and daringly. They play for interceptions, anticipate passes, double-up opponents whenever possible, and gleefully take chances orthodox man-to-man players would never attempt.

Naturally, the basket-hanging principle blends in beautifully with this "take-a-chance" style, as does the fast break. (Charles "Chick" Davies, former head coach at Duquesne University, now coach at Homestead, Pa., High School, used the press as an offense in 1949-1950 and won the Class A state championship with it, despite the fact that his tallest player was 6-0 and his finalist opponent, Swoyersville, employed two excellent big men, the Holup brothers—6-6 and 6-5.)

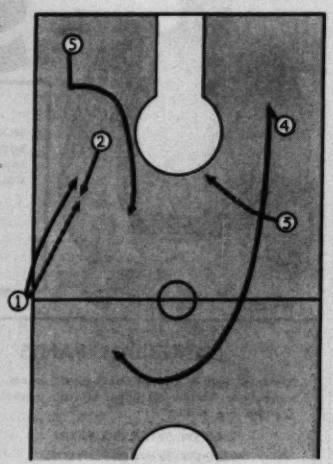
Some press teams employ the switch to meet screening. Others apply the "dog-em" principle in which each presser picks up an opponent as quickly as possible and remains with him until the ball is recovered. Both styles are good, each requiring extensive practice for efficient application.

Most coaches teach the press for use in the closing minutes of a game when their team is trailing. (A common mistake is to wait too long before applying the measure.)

All coaches should prepare their teams to meet the press in the front court as well as in the back court, since the trailing team in the closing minutes *must* have the ball. (Front-court-freezes often fail because the players in possession of the ball permit pressing opponents to force them back near the ten-second line. This freeze weakness can be corrected if the players will cut deeper toward the basket—further under—and delay their break-out.)

Practically every coach subscribes to the philosophy that, other things being equal, it is difficult to try to "beat the other fellow at his own game." It would seem foolish, therefore, to attempt to risk running with the skilled pressing team, trade baskets so to speak, when a planned and practiced procedure may do the job for you.

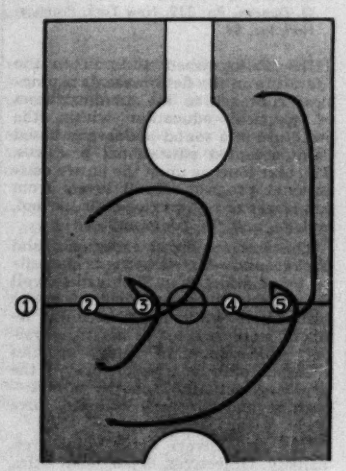
In preparing to meet the press, the importance of a good dribbler cannot be overestimated. An expert dribbler may be clever enough to "beat the press" without much assistance from his teammates, PROVIDING they keep both themselves and their respective opponents out of his way.



FORMATION D

(Out of Bounds at Center Line)

Player 1 passes to 2 driving in hard for ball, then follows his pass. Alternative passes are to 3, 5, or 4, in the order named. All players move simultaneously.



FORMATION E

(Out of Bounds at Center Line)

Signals (voice or gestures) may be used to designate which in-court players should cut into the front and back courts. In this particular illustration, players 2 and 4 move first with teammates 3 and 5 set-blocking for them. The paths of the moving men and the set blocking eliminate possibilities of charging or blocking.

The expert dribbler is usually a good ball-handler and should be the dominating player in the advance of the ball. His training should include schooling in the use of his big teammates as blocking posts. (Teammates who do not have time to get out of the dribbler's way should be taught to hold their positions, to avoid attempting a foolish screen or block which might result in a foul.)

All players must be impressed with the importance of change of direction, change of pace, stops, turns, feints, screens, criss-crossing, and the use of "fish-hooks." (Sometimes called button-hooks, consisting of a hard drive up court—reversing direction—returning fast—and meeting the ball high in the air with a full scissors kick.)

Each player must realize he can aid greatly in the advance of the ball by keeping his opponent busy. The coach should assign the quarterback and "close-to-the-floor" players to the back court ball-handling, and the taller players to up-court duties.

Following are some vital "meet-the-press" principles for players:

1. *Keep your poise!* Don't be rushed into making frantic passes.
2. *Hurry!* Don't give the "pressers" time to choose their opponents and gain good interception positions.
3. *Move* with a purpose and move the ball according to plan.
4. *Pass the ball!* Don't be a hero! Utilize your teammates when stopped. Look for your up-court teammates (fish-hook expert) who will be coming back to meet the pass he expects you to make. Then drive hard for a return pass, for your teammate has his back to your basket and may be double-teamed!
5. *Pass up court!* Pass the ball toward your goal. Eliminate panicky cross-court passes. Beware of the pass across the lane under your opponents' basket. It loses ball games!
6. *Screen intelligently.* A foul may mean loss of the game!
7. *Give and go!* Don't loaf! Drive

(Concluded on next page)

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up-court! Advance the ball with a minimum of passes.

8. *Use your regular attack!* After you have advanced the ball into your front court, start your regular team attack without delay.

The protection of the ball out of bounds following a goal from the field, a successful free-throw, or a violation, is the most difficult problem against a press. In these situations, the pressing team has considerable time in which to reach you and secure favorable pressing positions.

Because of the time element in these situations, the majority of coaches prefer the use of regular formations to advance the ball and insure its protection. In other circumstances (following a missed field goal or free throw, an interception, or a held ball), the use of "meet-the-press principles" is considered sufficient.

Each formation is spread so that the area to which the first pass will be thrown is kept open. Options are provided in each formation so that no dependence will be placed upon formal plays. Some sort of a signal may be used (such as raising the ball) by the out-of-bounds player to start the movement of his in-bounds teammates.

It cannot be too strongly emphasized that the formations must be practiced over and over (against aggressive opposition) until the positions assumed by the respective players are mastered. A little thought and work will determine the positions in which the respective players work best.

There are no plays. The first pass shown in the accompanying diagrams simply illustrate a possible "first" choice. Practice will determine which "first" pass is best in the formation. Each player must be impressed with the vital importance of expecting every pass every time and execute his position-play accordingly.

Player 1 (the out-of-bounds passer) is the most important man in meeting the press and should have all of the qualities of the "football passer." Mastery of the "baseball" pass is vital, since it will often be possible to "loop" the ball to teammates who outrun their opponents up court.

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football's most crippling injury now immediately relieved and completely corrected by this patented 3 ounce comfort device.

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order from this adv. giving size around knee over the patella.

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- SCHOOL DESKS, CHAIRS, TABLES.

BRADLEY M. LAYBURN CO.
461—8th Avenue, New York, N. Y.

Reversible 5-4

(Continued from page 16)

the moderate check block mentioned above, is usually telegraphed by the weak manner in which it is applied. If the man we're dropping off picks up any sign of such a block, he immediately uses spins, straightarms, and back pedals to work toward the outside.

If a pass play is called, the offensive player assigned to the man we are dropping cannot come across after him, giving our man a lot of working freedom. Refusal to wrestle with opposing linemen on pass plays and not being caught in mass check blocking, saves our roving lineman a lot of stamina to be better used as the game progresses.

CHANNELING OF PASS RECEIVERS. **Diag. 4** shows how we attempt to channel receivers through a zig-zag course. If properly carried out, this move slows up spot passes across the line and forces opponents to throw shorter passes into areas which we have covered.

This ruse begins with our own ends chugging offensive ends in towards our M.L.B.'s, who, in turn, repeat the stunt for double efficiency. This allows our H.B.'s to pick them up at short range.

CHUG 'EM INSIDE

Whenever possible, I want these men chugged or shivvered to the inside. Then, if the pass is completed, we have a shot at them. Chugging into open territory adds "all-the-way" threat to a completion.

Diag. 5 explains the responsibility placed on these M.L.B.'s on running plays. With proper spacing of these men, we have a good chance to slow down the offensive H.B. dives . . . as they must then adhere to a form of zig-zag path.

With these backers handling the offensive H.B.'s driving into the line, much pressure is taken off our own H.B.'s, who can now move deep or wide with the ends minus the worry of other receivers breaking straight down the middle.

The spacing of the reversible 5-4 offers a better chance to work against the split-T type of play. In this T, speed must be met with speed and with fast corner backers handling pitchouts, the middle backers can concentrate on the dangerous Q.B. "keep or give" plays.

Knowing that the quick hit or "dive" happens with extreme sud-



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Woven of long staple, triple-twisted, two-ply yarns for extra strength, McArthur Super-Gym and Super-Turk school towels are today's answer to greater savings for school budgets. Each full sized (20" x 40" shrunk) towel is designed with a color stripe at the side for extra strength in the center. Each has a long life of 350 to 500 launderings and uses. Write for complete information on the McArthur towel plan today.

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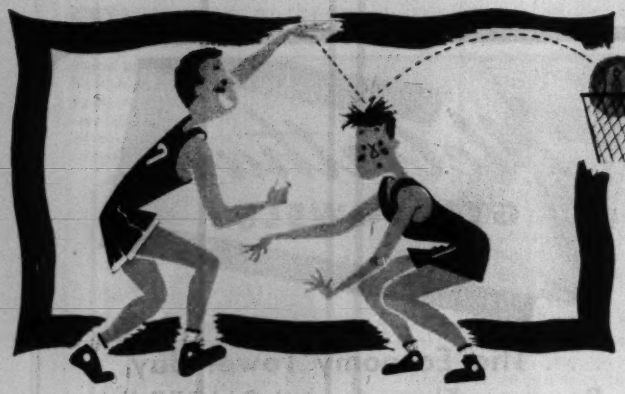
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Recommended by John J. Walsh, former U. of Wis. coach

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PRECISION ATHLETIC GOGGLE CO., ROCHELLE, ILLINOIS

denness, I believe some of its threat is dampened by the huge split-vision area of our backers . . . while opponent backs hitting into the line must deeply concentrate on receiving the ball and finding the hole. The difference in this timing should be in our favor before too much ground has been gained.

The heavy splits of the Missouri type T, designed to gain a head-on position with the defensive tackle, always moves heavily inside that spot. Realizing this, I feel it is better to have both inside and outside shots at the runner once he passes the scrimmage line than to approach from one side only, as the runner heads for the sideline. (See **Diag. 5.**)

This 5-4, with its sudden reverse into a 4-5, provides the equalizer to meet the overall spreads of such splits.

LIGHTER MEN FOR CORNER POSTS. Another asset of this reversible five is that it permits the use of lighter and speedier men as corner linebackers. These players needn't be giants to move up and into their assigned territories.

As explained earlier, they aren't called upon to contact massed interference or face brutal trap punishment. Operating in the open field, with the sideline assisting them, their job is limited to man-to-man strategy based on speed and fast thinking. Their prime worry is outside coverage, as the middle backers assume responsibility of cutbacks and reverses which might wind up on the end of an intended sweep.

For these corner linebacker positions, a coach might successfully use lighter boys who have had experience as ends . . . boys who have shown ability as open-field tacklers but lack the needed qualities of weight and strength.

At the start of this writing I mentioned that this defense, properly used, has given me the best results against the present-day T. It does, however, stand open to two (and probably more) definite weaknesses. They needn't be mentioned. Coaches have a way of discovering these things without being tipped off.

AFTER playing four years at St. Joseph's College, Johnnie Golden put a year in with the Philadelphia Eagles, then plunged into coaching. A brilliant student of the game, Johnnie has been writing for us since 1947. Particularly recommended are his past articles on blocking walls (October 1950) and on backing up the line (June 1951).

MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach Advertising Dept., 351 Fourth Ave., New York 10, N. Y.

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- ☐ Water Sports Equipment Catalog

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SEE PAGE 64 FOR FORM FOR SIGNATURE

QUESTIONNAIRE SURVEY

Scholastic Coach will be extremely grateful for your cooperation in answering the questions below. The questions will take just a minute of your time . . . and your answers will aid us in our editorial planning. Thank you.

1. **Which type of articles do you prefer most. Number 1-2-3-4 in order of preference.**

   ☐ Technical articles on major sports
   ☐ Technical articles on minor sports
   ☐ Articles on physical education
   ☐ Articles on intramurals

   List other types_____

2. **When (in what month) would you prefer to have Scholastic Coach publish its first articles on:**

   Football_____ Basketball_____

   Baseball_____ Track_____

3. **What sports, either varsity or intramural, are played by the girls in your school:**

   (a)_____ (c)_____ (e)_____

   (b)_____ (d)_____ (f)_____

4. **If material for bulletin board display were included in Scholastic Coach, which type of materials could you make most use of.**

   ☐ Health Posters ☐ Tournament Draw Sheets
   ☐ Sportsmanship Codes ☐ Sports Skills
   ☐ Nutrition Aids ☐ Personal Hygiene

   (If you would care to make detailed suggestions, we would welcome a letter.)

5. **Approximately how much did your school spend last year on its equipment for each of the following sports:**

   Football_____ Baseball_____

   Basketball_____ Track_____

6. **Is your school planning a new building addition or improvements to your athletic plant. Check the following.**

   ☐ New gym ☐ Bleachers ☐ Tennis Courts ☐ Playground
   ☐ Lockers ☐ Floodlights ☐ Athletic Field

   List other additions_____

7. **Does your athletic department purchase the majority of its athletic equipment from a local sporting goods store?**

   Yes ☐ No ☐

   If your answer is no, from whom is your athletic equipment purchased

   Name_____

   Address_____

8. **Are your school's training and first aid supplies purchased from a local drug store?**

   Yes ☐ No ☐

   If not, from whom is this equipment purchased?_____

9. **Please check if your school has a Camera Club ☐.**

The form below may be used by both the schoolmen answering this questionnaire and by those checking the Master Coupon on page 63.

NAME_____ POSITION_____
(Principal, coach, athletic director, physical director)

SCHOOL_____ ENROLLMENT_____

CITY_____ STATE_____

No coupon honored unless position is stated October, 1951

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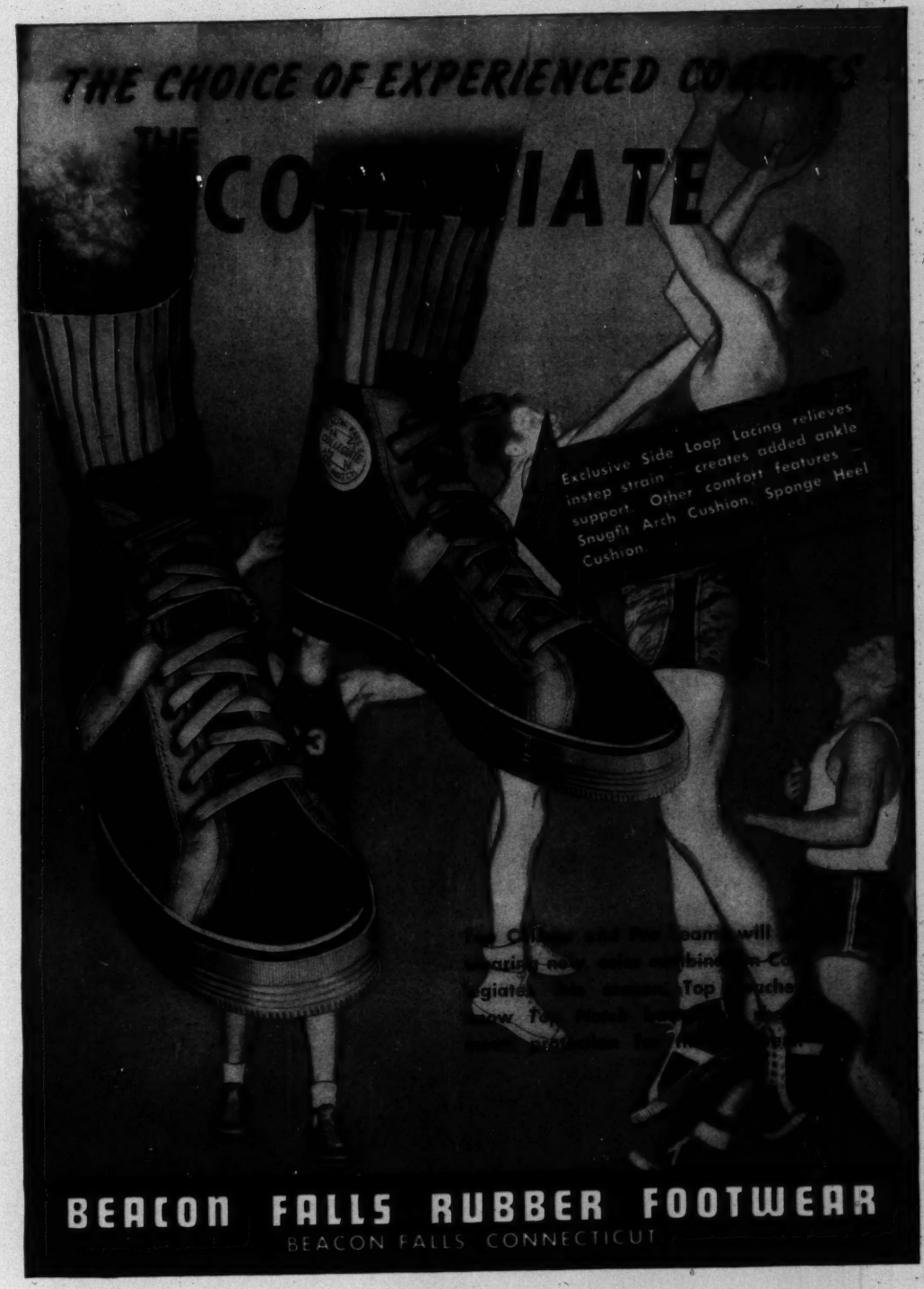
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